

# Pupil premium strategy statement – Hill View Primary

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	17% (105)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria Buckland
Pupil premium lead	Michael Hall
Governor / Trustee lead	Sam Anderson-Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,409
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155,409

# Part A: Pupil premium strategy plan

## Statement of intent

At Hill View Primary Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We are committed to meeting their pastoral, social and academic needs within the school environment.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Hill View, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. We have drawn on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

Quality First Teaching is paramount. We are very clear about the importance of ensuring that all day-today teaching meets the needs of each learner. We use summative assessment data, AFL strategies and regular moderations to frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked. We focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)

We believe in the importance of supporting our support staff, particularly teaching assistants, ensuring they are highly trained and understand their role in helping pupils to achieve. We provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.

We have a clear and robust appraisal system for all staff and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM). 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches'

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Word reading EYFS – Although the percentage of pupil premium children achieving in this area increased there is still a gap between these children and their non pupil premium peers.
2	Writing at end of EYFS – The gap between pupil premium children and their non pupil premium peers closed when compared to last year – there is work to be done to further close the gap.
3	Reading and phonics at the end of year 1 – The gap between pp and non pp children in reading at the end of year 1 is 34%. The gap between pp children and non pp children was closed but a gap still remains.
4	Reading at the end of key stage 2 – The percentage of pupil premium children reaching the expected standard has increased from last year and the gap between pp children and non pp children has been closed, there is still a 10% gap between pp children and their peers.
5	Writing at the end of KS2 – The gap between pp children and their non pp peers at the end of key stage 2 is 25%.
6	Being able to draw on life experiences such as taking part in clubs, trips, after school groups.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Close the gap between pupil premium children and their non pupil premium peers in word reading (EYFS).	Gap between pp and non-pp has closed at the end of the 2025/26 academic year.
Close the gap between pupil premium children and their non pupil premium peers in word writing (EYFS).	Gap between pp and non-pp has closed at the end of the 2025/26 academic year.
Increase the percentage of children of children achieving in phonics at the end of year 1 and close the gap on their non pp peers.	Increased percentage of children meeting pass rate measured at the end of 25/26 phonics assessment.
Close the gap between pupil premium children and their non pupil premium peers in reading at end of KS2.	Measured at the end of KS2 assessments in reading.
Increased percentage of pupil premium children achieving the expected standard in writing at the end of KS2 in writing. Close the gap between pp children and non pp children.	Measured at the end of KS2 assessments in writing.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,081.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff (teachers and teaching assistants) aware of who the pupil premium children are and their needs.	All staff being aware of the needs of the children will ensure gaps in learning can be addressed and any barriers to learning can be removed.	1, 2, 3, 4, 5
Quality first teaching and focus on planning, organisation of learning, task design, feedback, marking and assessment within all learning.	The EEFs tiered approach to pupil premium spending highlights the importance of quality first teaching for all children. "Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending."	1, 2, 3, 4, 5
Continued use of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils, explicit and systematic teaching of phonics can have 5+ months progress on a child.	1, 2, 3, 4
Access to RWI portal and development days from agent from Ruth Miskin	Staff strong phonic knowledge, high quality teaching and on-going formative assessment by RWI lead and Deputy Head teacher has been a proven strategy to increase phonics outcomes. Ongoing access to CPD will help to improve the quality of phonics teaching across the school.	1, 2, 3
Introduction of spelling programme in KS2	The introduction of spelling programme across KS2 will help with increased knowledge and use of vocabulary and	4, 5

	also help to increase the use of oral language across the curriculum. Oral language interventions can have up to 6+months progress on children based of EEF research.	
Teacher CPD on teaching and learning using 'Walk-thrus' online portal to support teachers and improve quality first teaching.	Walk thru books use evidence based teaching strategies – with the aim of improving teaching and learning. They have been able to draw on the work of Dylan William and Rosenshine to build different techniques to improve teaching. We will be able to select the relevant techniques in areas we have identified need development for whole school CPD.	1, 2, 3, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 46,622.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition with a focus on writing and reading for children in year 6.	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to four months additional progress. Children can be more engaged in a smaller group and will have more immediate feedback, which in turn can increase the rate in which children move onto the next step of learning. Analysis of past papers and assessment in the class is used to identify gaps in learning.	4, 5
RWI intervention groups Targeted individual support – RWI lead/TA.	EEF research shows that 1 to 1 tuition can have up to 5+months impact on a child's progress. Targeted support for children both 1 to 1 and in small groups mean that very specific gaps in learning can be identified and then worked on.	1, 2, 3
Use of PIXL to identify gaps in learning and provide targeted intervention.	Targeted academic support is one element of the tiered approach to supporting pupil premium children. Utilising PIXL as an AFL tool will allow for this targeted intervention which will have a positive impact on all children.	3, 4, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 77,704.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce tracking document for extracurricular activities – including trips, afterschool clubs – to help ensure those children in receipt of pupil premium are being given these opportunities.	Schools have a statutory responsibility to promote the ‘wellbeing’ of students. Ofsted has stated that “children’s wellbeing and happiness in school underpin their attainment and achievement” and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. Pupil premium funding is intended to improve life chances for disadvantaged children – it is important schools give children access to these opportunities they might otherwise not have.	6
Additional targeted support with behaviour mentor- lego therapy, check ins, social groups, ELSA	The EEF states that; “Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.” Behaviour interventions can increase a child’s progress by 3+ months.	1, 2, 3, 4, 5
Place2Be	Place2Be supports children with their mental health which in turn helps them to be ready to learn and to enjoy school and the wider school environment.	1, 2, 3, 4, 5, 6
Fast track to attendance	EWS service to support Attendance Lead in identifying early signs of poor attendance and work with families to support good attendance to improve this	1, 2, 3, 4, 5, 6

**Total budgeted cost: £155,409**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Reading attainment is in line compared to national and to non-pupil premium readers at EXS and Greater depth.**

The gap between pp children and non-pp children has been significantly closed since last academic year. Gap closed from 39% to 15%. At the end of key stage 2, 72% of disadvantaged children were at EXS+ which was higher than national at 63%. 16% of disadvantaged children were at GDS in reading, which was no more than 2 children below national. A new reading tracking system has been introduced for use in school which will continue to be embedded this academic year. Reading diaries will now be introduced into the school to further encourage children to read at home and to allow teachers to better track who is reading.

#### **Writing attainment is in line compared to national and to non-pupil premium writers at EXS and Greater depth.**

44% of disadvantaged children were at EXS+ at the end of key stage 2 which was 6% below the national average.

Continued work is needed to raise the attainment of pupil premium writers across the school.

#### **Maths attainment in KS2 is in line compared to national and to non-pupil premium readers at EXS and Greater depth.**

The percentage of pupil premium children reaching EXS standard has increased from 43% last year to 67% which has closed the gap on their non pp peers. This was also above the national figure of 61%. 17% of disadvantaged children were at the GDS level in maths which again was above the national figure of 15%.

#### **GLD in Communication and Language, Social and Emotional, Physical, Literacy and Mathematical Development is in line compared to national and to non-pupil premium.**

Pupil premium children achieved a higher percentage for GLD in speaking and were close to their non PP peers in listening and attention. Again, there was a small gap between pp and their non pp peers in the two maths strands. Word reading and writing in EYFS needs continued work to close the gap for pupil premium children.

#### **Year 1 and end of KS1 Phonics is in line compared to national and non-pupil premium.**

The gap between pp and their non pp peers has been closed in the year 1 phonics assessment. (Although there is still a gap of 21%). 69% of children met the phonics standard in year 1 which was above the national figure for disadvantaged children (67%). 93% of disadvantaged children met the standard at the end of year 2, which was above the national figure of 85%.

**Children have access to a wide and varied bank of language and vocabulary to enable themselves to articulate themselves and apply to their learning to maximise all learning opportunities. This will develop further language comprehension and enhance writing.**

Word banks have been used through the year across different subjects. Development of vocabulary will continue with the introduction of a new spelling programme across KS2.

**Children will make progress in all subjects in line with national and in line with their non-pupil premium peers. In particular children who can be stretched and challenged to make accelerated progress.**

At the end of keys stage 2 in reading, one child was predicted to reach GDS and achieved it. One higher attaining child was predicted to reach GDS in writing - they achieved EXS. Four children were predicted GDS in maths and two achieved this.

**Children will be able to communicate clearly, self-regulate and be more resilient when faced with challenges.**

Monitoring, including pupil voice demonstrated a reduction in dysregulation, positive learning behaviours and children accessing the challenges on offer in the classroom.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Place2Be – Mental Health & wellbeing support in schools	Place2Be